

Indiana's Response to Intervention Academy



RTI and English Language Learners

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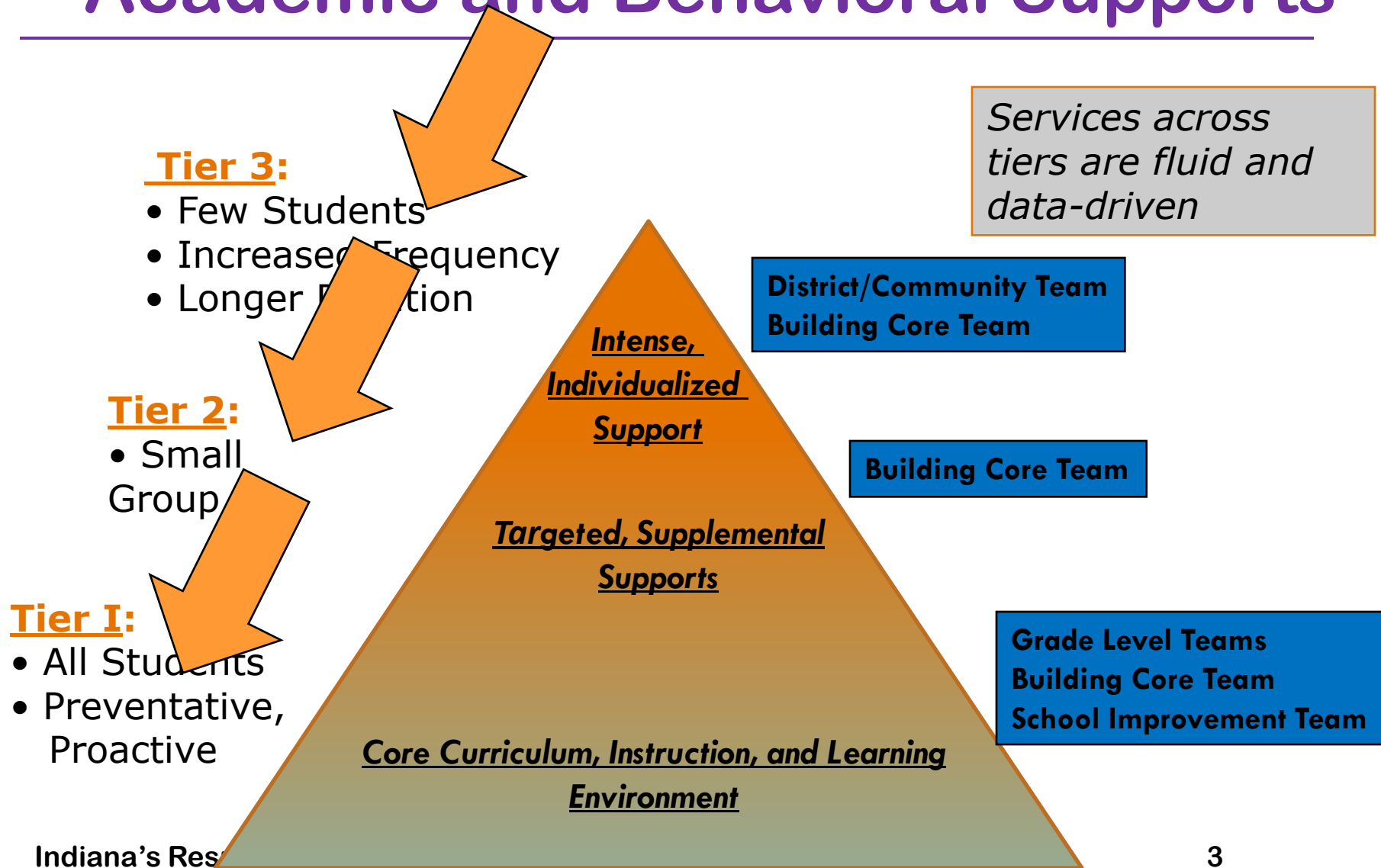
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Components to Consider

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

Integrated System for Academic and Behavioral Supports



Preview: Connecting My Presentation to Indiana's Vision of RTI

- ❑ Become aware of basic demographic trends related to ELLs in the USA and Indiana
- ❑ Learn some basic information the about second language acquisition process
- ❑ Become informed on Best Practices for teaching ELL students within an RTI model
- ❑ Learn what the RTI model ought to look like for ELL students.

A little bit about your presenter...

- ❑ Arrived in USA 1980 (9 years old)
- ❑ Had good Basic Interpersonal Communication Skills (BICS) – oral language – in both English and Spanish
- ❑ No Cognitive Academic Language Proficiency (CALP) in English (but well established in Spanish)

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- ❑ **SPED in 4th grade**
 - ❑ **Had great teachers who believe in me!**
 - ❑ **After college became a teacher of immigrant children on the Texas-Mexico border**



Demographic trends related to ELLs in the USA and Indiana

Levinson, B., Bucher, K., Harvey, L., Martínez, R.S., Perez, B., Skiba, R., Harris, B., Cowan, P., & Chung, C. (2007, August). *Latino Language Minority Students in Indiana: Trends, Conditions, and Challenges*. Bloomington, IN: Center for Evaluation and Education Policy.

ELL Public School Stats

Figure 1

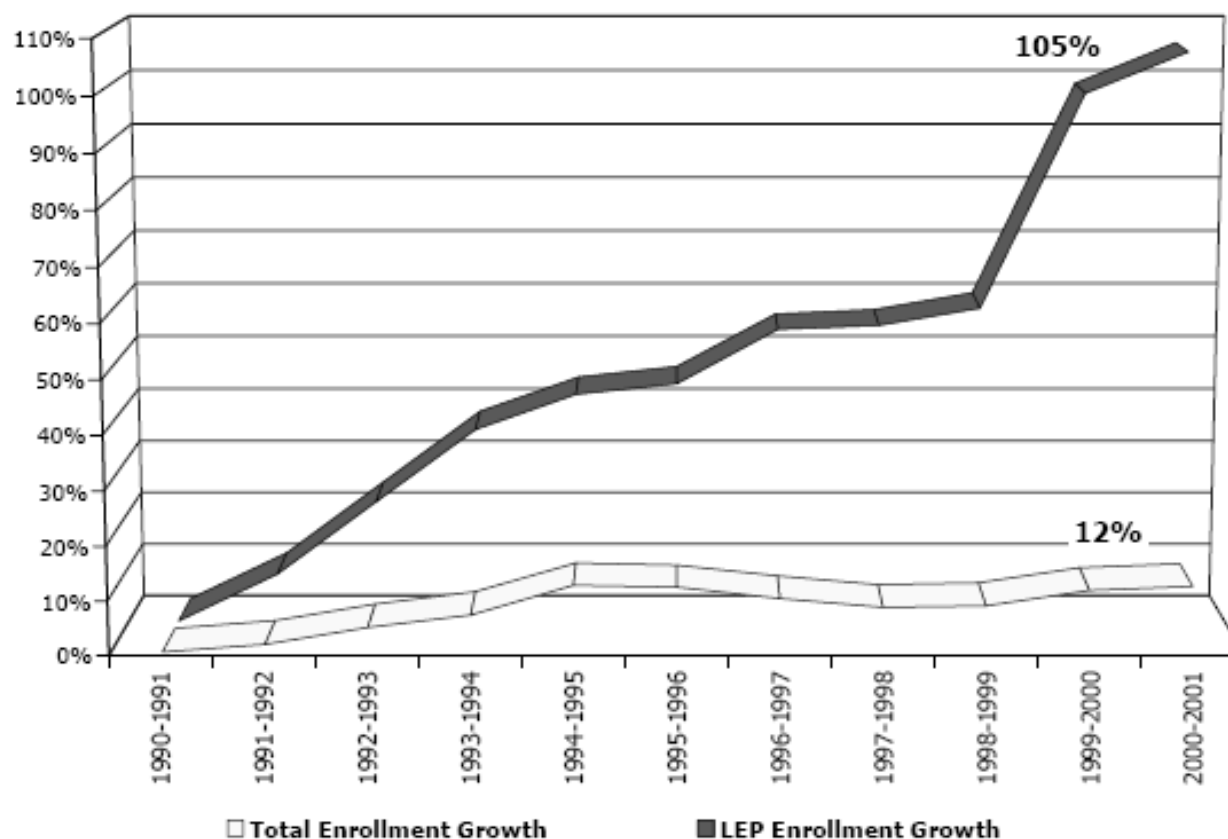
States and U.S. Territory with Largest Numbers
of English Learners 2004 - 2005



ARIZONA	155,789
CALIFORNIA	1,591,525
FLORIDA	299,346
ILLINOIS	192,764
NEW YORK	203,583
TEXAS	684,007
PUERTO RICO	578,534

Source: Padolsky, Daniel, *Ask NCELA No.1: How many school-aged English-language learners (ELLs) are there in the U.S.?* [American Community Survey Special Calculation](#) provided to the U.S. Department of Education, Office of English Language Acquisition; Consolidated State Performance Reports; and additional 2002-2005 data reported by state. August 2006

Figure 1. Growth in Elementary and Secondary LEP Student Population and Total Student Population, School Years 1990-1991 through 2000-2001



USA's Rate of ELL growth

	Total Enrollment	Growth from 95-96	LEP Enrollment	Growth from 95-96
1995-1996	1,089,891	0.0%	8,052	0.0%
1996-1997	1,080,006	-0.9%	9,195	14.2%
1997-1998	986,860	-9.5%	9,114	13.2%
1998-1999	988,114	-9.3%	10,595	31.6%
1999-2000	988,702	-9.3%	13,079	62.4%
2000-2001	989,225	-9.2%	17,193	113.5%
2001-2002	994,545	-8.7%	17,194	113.5%
2002-2003	1,001,910	-8.1%	22,584	180.5%
2003-2004	1,010,688	-7.3%	28,741	256.9%
2004-2005	1,021,242	-6.2%	31,956	296.9%
2005-2006	1,035,074	-5.0%	36,208	349.7%

Demographic trends in Indiana

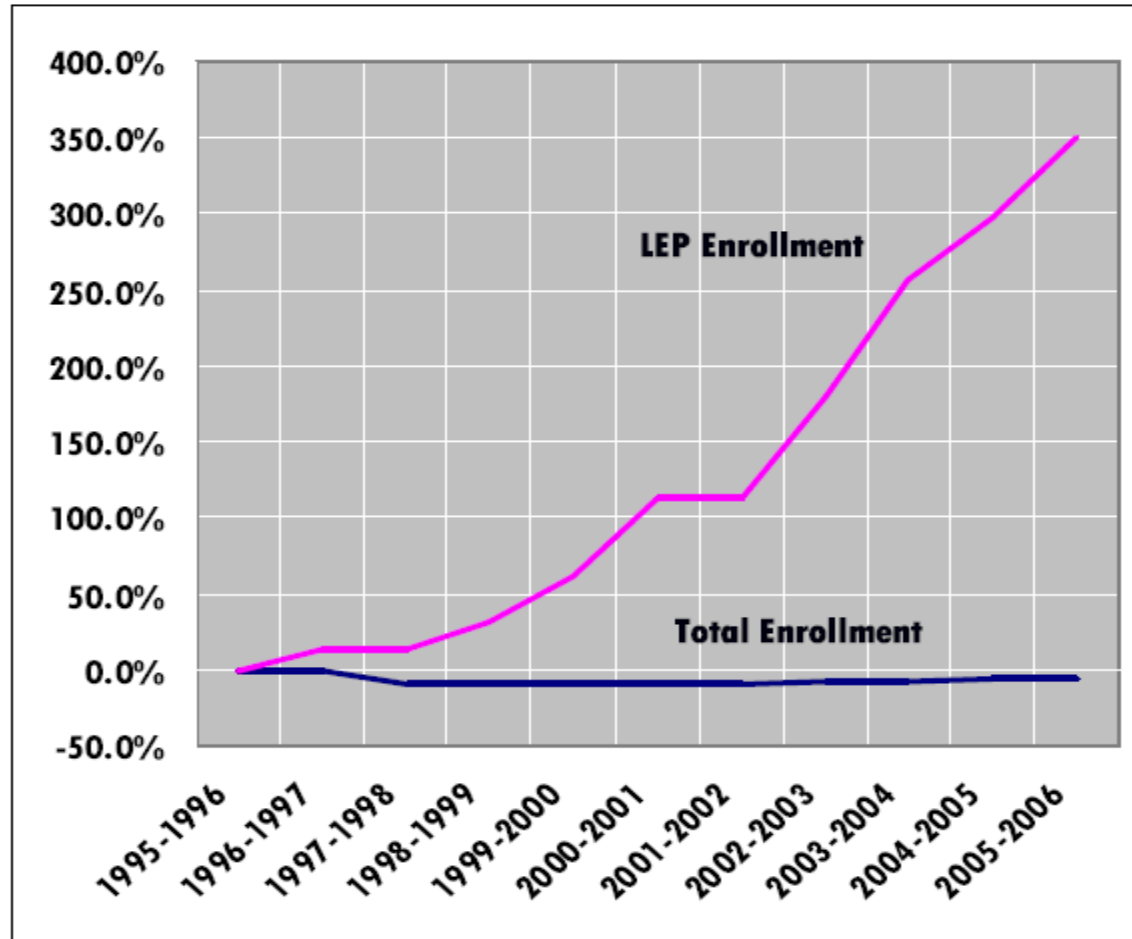
- ELL enrollment in Indiana grew **407.8%** between 1994-95 and 2005-06, third-fastest among all states in the USA.

States with greatest ELL Student Population Growth from 1994-95 – 2004-05

State	# ELL in 2004 - 05	% Growth From 1994 - 95
South Carolina	15,396	714.2%
Kentucky	11,181	417.4%
Indiana	31,956	407.8%
North Carolina	70,288	371.7%
Tennessee	19,355	369.9%
Alabama	15,295	336.8%
Puerto Rico	578,534	304.4%
Nebraska	16,124	301.4%
Arkansas	17,384	294.6%
Georgia	50,381	291.6%
Colorado	90,391	237.7%
Nevada	72,117	208.3%
New Hampshire	3,235	198.4%
Virginia	67,933	196.1%
Delaware	5,094	183.2%
Missouri	15,403	183.0%
Utah	56,319	163.7%
Minnesota	56,829	161.4%
Iowa	14,421	148.3%
Oregon	59,908	133.1%
Kansas	23,512	131.7%
Ohio	25,518	108.4%
Wyoming	3,742	101.9%
Pennsylvania	39,847	100.3%

Sources: U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1991-1992 through 2000-2001 summary reports; state publications (1998-1999 data); enrollment totals from the National Center for Educational Statistics Core of Common Data, 1998-1999

Indiana's Rate of ELL growth



Indiana Department of Education

Division of Language Minority and Migrant Programs

2003- 04 SIGNIFICANT INFLUX OF IMMIGRANT STUDENTS ALLOCATION CHART

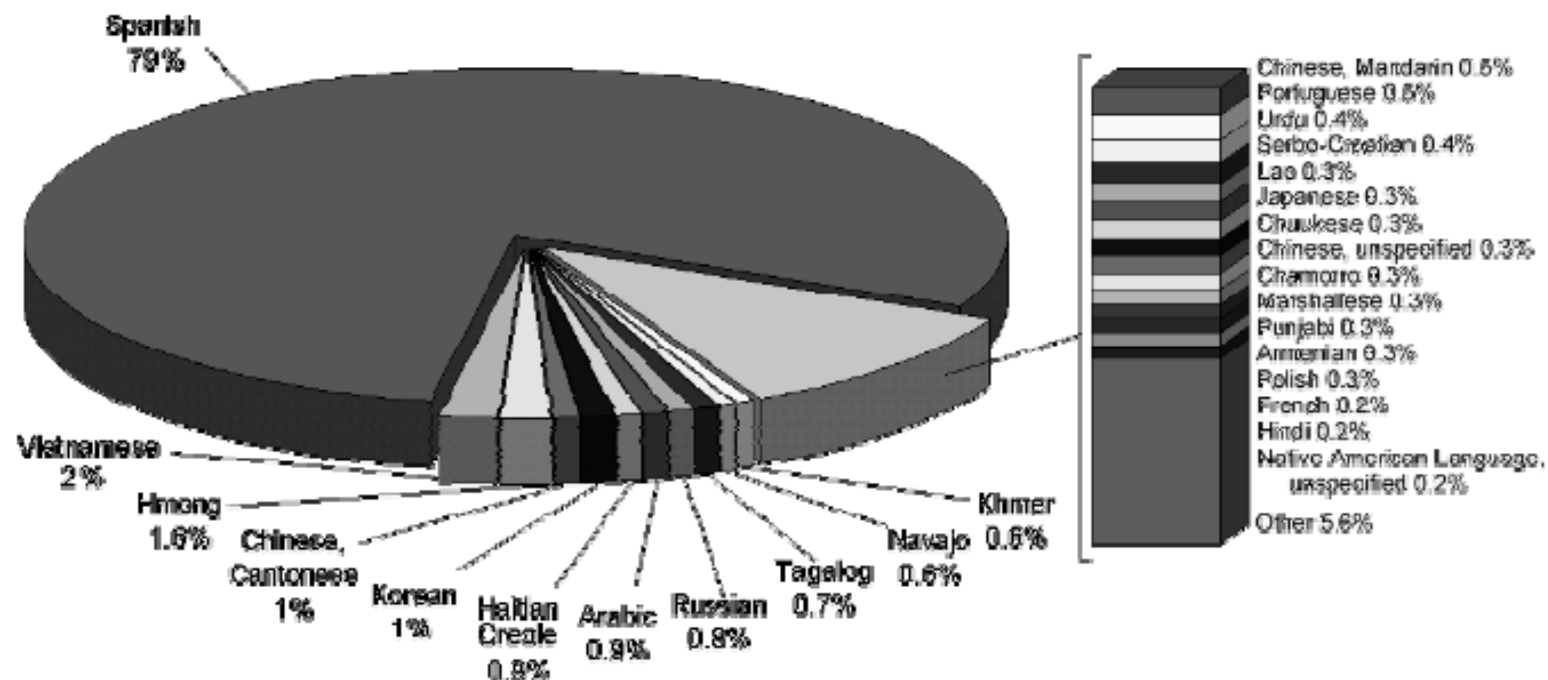
5% of state Title III allocation, at \$70/per immigrant student

SCHOOL DISTRICT	# OF IMMIGRANT STUDENTS	# OF STUDENT INCREASE OVER LAST YEAR	% INCREASE OVER LAST YEAR	IMMIGRANT INFLUX ALLOCATION
Indianapolis Public Schools	1,317	+256	20%	\$92,190
MSD Wayne Township	324	+89	28%	\$22,680
MSD Pike Township	277	+51	20%	\$19,390
School City of East Chicago	249	+69	28%	\$17,430
MSD Perry Township	221	+53	24%	\$15,470
Bartholomew Cons SC	196	+54	28%	\$13,720

Demographic trends

- Approximately **73%** of ELL students in Indiana are Spanish-speaking Latinos.
- After Spanish, the next top five languages are German (Amish), Mandarin (Sichuanese), Arabic, Korean, and Vietnamese, ranging from 2,113 German speakers to 719 Vietnamese speakers.

Figure 3. Students' Non-English Language Background, 2000-2001 (n=58)
 Languages with over 10,000 Speakers



Demographic trends

- ❑ Vast majority of ELLS in Indiana are of from Mexico (also from Guatemala, El Salvador, Nicaragua, and Honduras).
- ❑ Come at different levels of schooling; some may have received only one or two years of primary schooling or none at all.

Demographic trends

- ❑ Unless ELL students receive appropriate intervention, they will continue to struggle, and the gap between their achievement and that of their peers will widen over time.
- ❑ Improving the academic performance of ELL students requires a focus on the **prevention** of failure and **early intervention**.

Ortiz, 2001

Essential information from the linguistics literature about second language acquisition

B ICS and CALP

Basic Interpersonal Communication Skills (BICS)

- Everyday language
- Playground Language
- Not related to academic achievement
- Vocabulary
- Pronunciation
- Attained after 1-2 years in new country

Cognitive Academic Language Proficiency (CALP)

- Needed to function in academic settings
- Classroom, textbook language
- Language related to literacy skills
- Develops in school – like setting
- Attained between 5-7 (some say up to 10) years in host country

Essential keys to remember:

1. **Conversational fluency is often acquired to a functional level within about two years of initial exposure to the second language whereas at least 5-7years is usually required to catch up to native speakers in academic aspects of the second language.**

Collier, 1987

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- 2. Generally, ELL students simply need more exposure (time) to intervention (schooling) so that they can acquire the language skills and communicative ability necessary for to be successful in and out of school.**

Legal Issues

Legal issues

- ❑ IDEA 2004 contains provisions pertaining to the referral, assessment and identification of LEP students with disabilities.
- ❑ NASDSE, 2006

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- ❑ The law acknowledges that “studies have documented apparent **discrepancies in the levels of referral and placement** of limited English proficient children in special education” [P.L. 108-446 §601(c)(11)(B)] and
 - ❑ Requires states to “provide data each year...on the following: The number and percentage of children with disabilities by...limited English proficiency status...” [P.L. 108-446 §618(a)(1)(A)].
 - ❑ This data collection requirement was not included in IDEA 1997.

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- ❑ Federal policy also provides requirements pertaining to the special education eligibility assessment of LEP students.
 - ❑ The exclusionary rule in IDEA 2004 states that, “In making a determination of eligibility...a child shall not be determined to be a child with a disability if the determinant factor for such determination is...limited English proficiency.” [P.L. 108-446 §614(b)(5)(C)].

Additionally, the statute requires that:

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- ❑ LEAs ensure that “assessments and other evaluation materials...are provided and administered in the language and form most likely to yield accurate information...unless it is not feasible to so provide or administer” [P.L. 108-446 §614(b)(3)(A)(ii)];
 - ❑ Assessments must be “used for purposes for which the assessments or measures are valid and reliable” [P.L. 108-446 §614(b)(3)(A)(iii)]; and
 - ❑ Assessments “are administered by trained and knowledgeable personnel” [P.L. 108-446 §614(b)(3)(A)(iv)].

Best Practices in Schooling for ELL Students

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- ❑ The NRC recommends that schools seek to implement programs that are closely aligned with what is known about what makes any school effective.

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- ❑ **supportive schoolwide climate**
 - ❑ **strong leadership**
 - ❑ **balanced curriculum that incorporates both basic and higher-order skills, opportunities for practice, some use of the native language in instruction**
 - ❑ **quality staff development, and**
 - ❑ **home and parent involvement**

(August & Hakuta, 1997)

Sound familiar?

These are all core tenets of RTI models!

Teachers who are most effective with ELL students

- ❑ Have sophisticated knowledge of reading instruction as well as second language instruction
- ❑ Are able to draw on the prior knowledge of struggling readers and make connections with what they already know

Graves, Gersten, and Haager (2004)

Effective early teachers in 1st grade classrooms...

- ❑ Emphasize explicit instruction in word identification, phonological awareness, and vocabulary instruction
- ❑ Provide structured opportunities to practice English
- ❑ Provide supportive learning environments in which students were highly engaged

Graves, Gersten, and Haager (2004)

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- **Again, these are core elements of RTI and the include the five essential elements of good reading instruction for ANY student**

Effective schools/teachers ...

- ❑ Focus on individual learners – not all ELLS are the same!
- ❑ Consider the whole child
- ❑ Create environments where all students thrive
- ❑ KNOW their ELL population
- ❑ Focus on literacy throughout the entire curriculum

Effective schools/teachers...

- ❑ Effective teachers adapt lessons to meet ALL learners' needs
- ❑ Foster a sense of belonging and positive climate
- ❑ Involve parents!
- ❑ Set high expectations of their students.
- ❑ Focus on individual needs.

What this looks like!

Adapting what we know about Response to Intervention for ELL Students

Intervention Framework for ELLs

- ❑ Prevention and intervention are viewed on a continuum
- ❑ Basic concepts and foundational skills taught through Direct Instruction
- ❑ The level of intensity varies depending on student need.
- ❑ Progress monitoring is used to chart student progress.

Linan-Thompson, 2006

Sound familiar?

RTI for ELLs

- The appropriate application of RTI for identifying students from culturally and linguistically diverse backgrounds as struggling readers is not yet clearly evident.
- Comprehensive reading interventions seem to offer some advantage to ELL learners in fundamental skills such as word attack and fluency

Denton et al., 2004; Gunn et al., 2000

RTI for ELLs

- **More research is needed to examine the use of RTI to identify ELL learners with reading difficulties.**

Linan-Thompson, Vaughn, Prater & Cirino, n.d.

What we do know...

- ▣ Always consider the possibility that students are not receiving adequate instruction before assuming they are not responding because they have deficits of some kind.

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.

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- ❑ How do we ensure that the child has in fact received culturally responsive, appropriate, quality instruction?
 - ❑ This determination is based on students having received an adequate “opportunity to learn.”

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.

Consider...

- ❑ **Students may not meet performance standards (relative to English language speakers), but are they making progress?**

Linan-Thompson, 2006

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- ❑ To conclude that failure resides within students when they do not progress with a certain intervention, and then move them onto the second or third tier in an RTI model or decide they belong in special education ***without considering other factors is problematic.***

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly, 41*, 108-117.

ELEMENTS OF RTI FOR ELL

Tier 1

- The foundation of the first tier should be culturally responsive, quality instruction with on-going progress monitoring within the general education classroom.

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.

Tier 1

- ▣ This tier should include two essential components:
 - (a) research-based interventions, and
 - (b) instruction by knowledgeable, skilled teachers who have developed culturally responsive attributes

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.

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- ▣ **Good teaching and best practices in curriculum and instruction support all students' needs, including ELL students!**

Adequate instruction for ELL students includes the following specific reading strategies:

- ❑ **phonological awareness** (Vaughn, Linan-Thompson et al. in press; Vaughn, Mathes et al. in press)
- ❑ **word attack** (Denton et al., 2004; Vaughn, Linan-Thompson et al. in press; Vaughn, Mathes et al. in press),
- ❑ **fluency** (Gunn et al., 2000; Vaughn, Linan-Thompson et al. in press) and
- ❑ **comprehension** (Vaughn, Linan-Thompson et al. in press; Vaughn, Mathes et al. in press)

Linan-Thompson, 2006

Some general BP strategies for ELLS

- Visuals
- Build background knowledge
- Teach new vocabulary
 - Choral responses
 - Role playing
 - Fill-in-the-blank
 - Group brainstorm
 - Review of learned words

Some general BP strategies for ELLS

- ❑ **Emphasis on cognates (about half of English words have a similar word in Spanish!)**
- ❑ **Foster self-evaluation**
- ❑ **Interactive and fun technology (PPT, internet, videos, SmartBoard, ELMO, etc)**

Good core teaching strategies at Tier 1

Tier 2

- When students have not made adequate progress when taught using appropriate, culturally responsive methods, a second tier of intervention is warranted.

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly, 41*, 108-117.

Tier 2

- ▣ This tier is characterized as providing a level of intensive support that supplements the core curriculum and is based on student needs as identified through progress monitoring.

Klingner, J. K., & Edwards, P. (2006). Cultural considerations with response-to-intervention models. *Reading Research Quarterly*, 41, 108-117.

Intervention

- ❑ Increased intensity in critical areas of reading
- ❑ Explicit and systematic instruction
- ❑ Increased opportunities to practice
- ❑ Responsive intervention

Linan-Thompson, 2006

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- PA skills strong predictors of reading for non-English speakers**

(Engen & Høien, 2002)

PA skills transfer across languages;

- Kindergarten Spanish PA skills correlate significantly with English reading at the end of first grade**

(Lindsey, et al., 2003)

Effective literacy strategies

- ❑ What works with non-ELL students works with ELL students
- ❑ Focus on BP and good strategies
- ❑ We can't separate content from literacy
- ❑ Consistency!
- ❑ Repetition!
- ❑ Visuals!

Basic Literacy Strategies for ELLs

Tier 3

- ❑ This phase starts with a referral to a Teacher Assistance Team or a Child Study Team.
- ❑ This step should *overlap with the second tier (i.e., the provision of intensive support should not stop for a referral to begin).*

Effective Instruction for ELLs

1. Screen for reading problems and monitor progress
2. Provide intensive small-group reading interventions
3. Provide extensive and varied vocabulary instruction
4. Develop academic English
5. Schedule regular peer-assisted learning opportunities

<http://ies.ed.gov/ncee/wwc/practiceguides>